

Risk Assessment for full opening September 2021

Holy Family Catholic Primary and Nursery School

Risk Assessments and Plans			
Theme/key actions/measures/mitigations		Action and Risk measure	By whom/ when
Schools must Review and update existing risk assessments to consider additional risks and control measures		All current risk assessments being amended and new assessments created by SLT and shared on TD day 1 st September Updated risk assessment shared with staff	KB/NM Sept 21
Schools have a legal obligation to protect their employees and others from harm and should continue to assess health and safety risk and consider how to meet equality duties in the usual way	Employers have a legal duty to consult their employees on health and safety in good time. It also makes good sense to involve pupils (where applicable) and parents in discussions around health and safety decisions to help them understand the reasons for the measures being put in place.	<ul style="list-style-type: none"> • Inset Day – 01.09.2021 • All employees to have health and safety update • Risk assessments shared and collaborated with staff • Risk assessments shared with parents via website • Reminder letter to be sent out to staff and parents. (Summer Term 21) <p>low</p>	KB/NM/VE Sept 21
Action plan for an eventuality of a local lockdown, include how to ensure continuity of education	See outbreak management plan below		

It is important that employers know how effective their risk controls are.	They should monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls.	<ul style="list-style-type: none"> • Risk assessment to be continually monitored and updated as and when necessary. • Formally reviewed weekly initially and then termly. <p>low</p>	All SLT
Minimise contact with individuals who are unwell particularly those that are displaying symptoms of COVID -19 or who has someone in their household who does, by ensuring these people do not attend school This must be in place all of the time	<ul style="list-style-type: none"> • Clear processes in place for adults and children NOT to attend school if displaying COVID symptoms. • Signs for all to read on entrance to the school about the importance of not entering if displaying symptoms. • All staff and families informed of process of isolation and track and Trace. • First aid bays around the school display flow charts of what to do if a child becomes unwell in school – clear process identified. <p>Medium</p>		All
Minimise COVID-19 risks			
Theme/key actions/measures		Action/mitigations and Risk measure	By when/whom
	Update communication to staff, pupils, parents and visitors	<ul style="list-style-type: none"> • Leaflet provided to all visitors to read prior to entering the building. • Website updated regularly • Letters via email and text reminders to parents. <p>low</p>	
	A record of all visitors is kept	<ul style="list-style-type: none"> • Sign in book to be outside the office – in the area opposite the sanctuary <p>Low</p>	Office Daily

Control Measures 1 and 2 – Ensure good hygiene for everyone and maintain appropriate cleaning regimes			
Theme/key actions/measures		Action/mitigations and Risk measure	By when/whom
Clean hands thoroughly more often than usual - children	Process, availability of hygiene stations, resources including skin friendly wipes, supervision for younger children in regard to ingestion and assistance, built into behaviour standards, routines and assisting those children with complex needs understand the need to follow handwashing instructions etc.	<ul style="list-style-type: none"> • Most classes have sinks in the classes. • All classes will have hand gel available. • All exit doors will have hand gel available. • The children and staff will wash or gel hands upon entry and exit to their bubble, when using the toilet and if they cough and sneeze. • Hands washed and gel. <p>Medium</p>	SLT
Clean hands thoroughly more often than usual –staff and visitors	Process, availability of hygiene stations, resources, built into behaviour standards and communication etc. On arrival: On return from breaks: On a change of room: Before and after eating: Other:	<ul style="list-style-type: none"> • All staff and visitors will follow the rules on washing of hands upon entry and exiting the building. • Visitors must wear a mask on entry to the building. • Hands washed/gel before and after eating. • Moving between classroom and hall <p>Medium</p>	All staff Office SLT daily
Ensure good respiratory hygiene by promoting ‘catch it, bin it, kill it’	Description, resources, etc.	<ul style="list-style-type: none"> • Posters around the school to remind • Teachers to remind children • Bins and tissues in every classroom and work space. <p>Medium</p>	SLT Weekly
Some children with complex needs will struggle to maintain good respiratory	Individual risk assessments and support plans updated	<ul style="list-style-type: none"> • SEND children individual risk assessments and support plans adjusted and shared where 	

<p>hygiene, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils a face to face education</p>		<p>necessary.</p> <ul style="list-style-type: none"> • Previously shielding staff to have individual risk assessments • Individual staff and pupil risk assessments to be updated as required. <p>Medium</p>	
<p>Where necessary wear appropriate PPE PPE is only needed in a small number of cases: Where an individual child or young person becomes ill with COVID-19 symptoms while in school and only then if a distance of 2 metres cannot be maintained Where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</p>		<ul style="list-style-type: none"> • PPE to be worn for first aid if bodily fluids present. • PPE available in all first aid stations in each phase bubble. • If child or adult displays symptoms to be isolated and person with them to wear PPE. • Flow charts displayed in each first aid bay with clear procedure to follow if a child displayed symptoms of Covid – 19. <p>High</p>	
<p>Shared equipment Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development Shared equipment</p>	<p>Shared books and games</p>	<ul style="list-style-type: none"> • Regular cleaning to take place of books and games in each classroom by class teacher and TA. • Books and games to be on a rota system where possible. <ul style="list-style-type: none"> • Medium 	

Maintain appropriate cleaning regimes	Allocated staff to thoroughly clean in between lunch sittings	<ul style="list-style-type: none"> allocated staff for cleaning during lunch time. <p>Medium</p>	
Control Measure 3 – Keep occupied spaces well ventilated			
<p>Once the school is in operation it is important to ensure good ventilation https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</p> <p>https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</p>	Schools will need to consider what control measure need to be used to ensure they are aware of wider advice on visiting indoor and outdoor venues.	<ul style="list-style-type: none"> Encourage windows and non-fire doors to be open where possible. Teachers must ensure that classroom are well ventilated. This must be balanced with thermal comfort. During colder days it is acceptable to have the windows closed at times, we would advise opening the windows prior to school starting, before and after every lesson, during break and lunch times and leaving them open at the end of the day for a time period. Rainbow room, Sanctuary and sensory room – door to be open when room in use, limit amount of time spent in the room. <p>Medium</p>	SLT
Control Measure 4 – Follow public health advice on testing, self – isolation and managing confirmed cases of Covid 19			
Theme/key actions/measures		Action/mitigations and Risk measure (,)	By when/whom
Must actively engage with NHS test and trace and understand the process to contact the local Public Health England team		<ul style="list-style-type: none"> HT/DHT to follow the process regarding contacting DfE/PHE. Process is displayed in HT office. <p>Medium</p>	HT/DH/AH to ensure when needed

<p>Must Contain any outbreak by following local health protection team advice. Schools have the responsibility to report suspected /confirmed cases to the local HPT</p>	<p>School could place this information in prominent positions around the school to raise awareness to staff.</p>	<ul style="list-style-type: none"> • We will follow local health protection team advice and report suspected/reported cases to the local HPT. Flow charts in HT/AHT/Main office of procedure to follow. • Flow charts at all first aid stations around the school and have been shared with all staff. • Parents informed of the procedure to follow. • If a case is confirmed parents will be informed to follow advice from PHE. • Number of suspected cases being recorded by admin team on spreadsheet and shared with HT/DHT on a regular basis. <p>Medium</p>	<p>All SLT to report</p>
<p>School should communicate to staff, parents and carers that they need to understand and will need to be ready and willing to:</p> <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of isolation</p>	<p>Book a test if they are displaying symptoms</p>	<ul style="list-style-type: none"> • Yes – parents advised on how to book a test. If parent reports trouble getting a test then a school testing kit will be provided along with instructions on how to take the test. • Extra school testing kits to be ordered when the school is eligible (21 days from last delivery of tests). These will be ordered by the school office. • If a member of staff requires a test and is unsuccessful then school will provide a home testing kit after 2 days. 	<p>SLT to communicate and follow up</p>
<p>Ensure that pupils, staff and other adults do not come into the school if they have COVID -19 symptoms or</p>	<p>Staff and parents should be asked to inform school immediately of the results of a tests: Actions if someone tests positive or negative</p>	<p>yes</p> <ul style="list-style-type: none"> • This is communicated to all staff and parents regularly via email, school newsletter, covid updates and on school website. 	<p>SLT Site manager</p>

<p>have tested positive in the last 10 days, and ensuring anyone developing symptoms during the day is sent home</p>		<ul style="list-style-type: none"> • Signage outside clearly states not to enter if having symptoms <p>Medium</p>	
<p>Ensure first –Aid Practices meet with HSE COVID 19 guidance; https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm</p>		<ul style="list-style-type: none"> • First aid risk assessment ensures meet COVID guidance. • Rainbow room will be the allocated isolation room should a child display any symptoms of Covid 19. <p>Medium</p>	<p>SLT 1st Aiders</p> <p>Weekly then termly</p>
<p>If anyone in the school becomes unwell with COVID 19 symptoms they must be sent home and follow the current guidance relating to testing and isolation.</p>	<p>Children that are unwell should always be collected by a parent or carer or named adult.</p>	<ul style="list-style-type: none"> • Isolated within the school (rainbow room) and office to call the parent. • Staff to wear PPE and contact the office to inform them via walkie talkie. • HT/DHT/AHT to be notified immediately. • Parent to be met by staff member and to enter the building through separate door (kitchen) • Information to be given about testing and communicating result. <p>Medium</p>	<p>SLT Office</p> <p>When needed</p>
<p>If a child is awaiting collection they should be moved, where possible to a room where they can be isolated behind a closed door, depending on age and needs of the child, with appropriate adult supervision if required, Ideally a window should be opened. If not possible to isolate them, move to an area within is at least 2 metres away from other people. This room must be cleaned thoroughly</p>		<ul style="list-style-type: none"> • COVID isolation room identified (see map). Ventilation available. • Staff member to stay with child in isolation. • PPE to be worn and 2m distance to be maintained where possible. • The room will be cleaned thoroughly after an isolation case by the adult who was in the room with the child. • Cleaning team to be notified that the room was in use for an isolating child. • Separate toilets identified for children displaying 	<p>SLT When needed</p>

after they have left to reduce onward transmission of the infection (members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves)		signs of Covid-19. (Disabled toilets in the school entrance) Medium	
PPE must be worn by staff caring for the child while they await collection if a distance of two metres cannot be maintained (members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves)		<ul style="list-style-type: none"> • PPE available in all first aid areas of phase bubbles. • (apron, glove, mask, visor) • PPE to be taken off safely and disposed of. Medium	1st Aid lead SLT
If the child needs to use the bathroom while waiting to be collected a separate bathroom should be used if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.		<ul style="list-style-type: none"> • Disabled toilet to be used by person isolating if needed • Not to be used after until thoroughly cleaned. (Sign available) Medium	SLT Office When needed
Everyone must wash their hands with soap and water thoroughly after any contact with someone who is unwell		<ul style="list-style-type: none"> • Facilities to wash hands will be available in the isolation room and in phase bubbles Medium	SLT
Lateral flow Testing		Staff can continue to opt in to lateral flow testing.	All

		<p>If the result is positive then a PCR test should be booked and the staff member to isolate whilst they await the results.</p> <p>If negative, within 2 days of the LFT, then the staff member can return to work.</p> <p>Staff to take a LFT on 31.08.2021 prior to returning to work and then every Wednesday and Sunday.</p>	
Wider considerations			
Theme/key actions/measures		Action/mitigations and Risk measure	By when/whom
<p>Attendance School attendance will be mandatory from the beginning of the autumn term, usual rules on attendance apply.</p> <p>Where children are unable to attend as parents are following clinical or public health advice absence will not be penalised</p>	<p>Communicate clear and consistent expectations to families and any other professionals who work with the family where appropriate throughout the summer and ahead of the new school year, requirements of attendance and that measures will be taken to support families to ensure their child returns to school at the earliest opportunity and where necessary sanctions will include fines recommencing.</p> <p>Ensure registers are maintained as usual CME policy is applied if children are not seen Continue to notify the child's social worker, if they have one, of non-attendance. Ensure the school leaver process is followed by completing the normal</p>	<ul style="list-style-type: none"> • Attendance to be monitored as normal and any concerns to be highlighted to Co-Head teachers/Assistant head teacher. • Letters, phone calls and website consistent in expectations. <p>Medium</p> <ul style="list-style-type: none"> • Support in place for those who are anxious and where possible planned for. • Work with EWO to support and challenge families where necessary. • Attendance registers updated and CME policy applied when needed. <p>Medium</p>	<p>Office SLT EWO</p>

	on-line form should the school be informed any parent/carer would like to Electively Home Educate their child.		
Pupils/families who are anxious about returning to school	<p>Schools should put in place the right support to address concerns of children, parents and households about children returning to school and provide reassurance of the measures in place:</p> <p>Pupils who have been shielding Living in households where someone is clinically vulnerable Concerns regarding those from BAME backgrounds Concerns relating to certain conditions for example diabetes and obesity</p>	<ul style="list-style-type: none"> • Dedicated Family worker to support families with anxiety about returning to school • EWO to support persistent absence • ELSA (Emotional Literacy Support Assistants) assigned to each phase bubble to support where needed. • Discussions with parent within the first month to talk about concerns and hopes with class teacher • SENCo supporting SEND children and families • EAL leads supporting BAME families • Parent Evenings – Term 3 via teams • ELSAs to support remotely where required. <p>Medium</p>	SLT Weekly
Identify pupils who are reluctant or anxious about returning or who are risk of disengagement	<p>Develop plans for re-engaging them This could include disadvantaged and vulnerable children Children who were persistently absent prior to the pandemic Children who have not engaged with school regularly during the pandemic Continue to notify the child's social worker, if they have one, of non-attendance</p>	<ul style="list-style-type: none"> • Early identification by class teacher and family support. • Dedicated Key person to engage with family/child • Individual support plans drawn up • Outside agencies used to support where necessary <p>Medium</p>	SLT Weekly
Workforce The government expects that most staff will attend school Generally the advice is that those who can work from home should do so. Recognising that this will not be	<p>Consider those for whom home working will continue to be relevant Clinically vulnerable or extremely clinically vulnerable Those that received a shielding letter are now advised they can return to</p>	<ul style="list-style-type: none"> • Individual risk assessments for those staff who may have concerns about the return to work. Risk assessment to be updated as required. • Working from home discussed as an option if possible. 	NM/KB SLT

<p>applicable to most school staff, but where a role may be conducive to home working for example, some administrative roles, school leaders should consider what is feasible and appropriate</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace</p>	<p>work as long as they maintain social distancing</p> <p>School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school here it is possible to maintain social distancing</p>	<ul style="list-style-type: none"> Flexibly deployed in the school to enable social distancing. Staff Covid absence guidelines put in place following advice given from HR. Guidance to be disseminated to governors and all staff. Individual risk assessments updated in light of current guidance. <p>Medium</p>	
<p>Staff who are pregnant</p> <p>Pregnant woman are in the clinically vulnerable category and are advised to follow the relevant guidance https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing#clinically-vulnerable-people</p>	<p>Consider who this effects on your staff team</p>	<ul style="list-style-type: none"> Individual risk assessment for pregnant staff members. Advice taken from HR <p>Medium</p>	<p>SLT When required</p>
<p>Staff who may otherwise be at increased risk from COVID -19</p> <p>Some people with particular characteristics may be at comparatively increased risk from COVID-19</p> <p>People who live with those who have comparatively increased risk for COVID-19 can attend the workplace</p>	<p>If people with significant risk factors are concerned schools should discuss their concerns and explain the measures the school is putting in place to reduce risks.</p> <p>School leaders should try as far as practically possible to accommodate additional measures where appropriate</p> <p>Consider who this may effect and demonstrate planning</p>	<ul style="list-style-type: none"> Individual risk assessment carried out. Risk assessment reviewed regularly Adapted plans in place where possible. <p>Medium</p>	<p>KB/NM Termly</p>
<p>Supporting staff</p> <p>Governing Bodies and school leaders should have regard to staff (including head teachers) work-life balance.</p> <p><i>Employers have a duty of care to their</i></p>	<p>Schools should communicate to all staff the measures they are proposing putting in place and involve staff in that process.</p>	<ul style="list-style-type: none"> Opening plans shared with all staff in July Mental health support offered through Care First Headspace App available to all Individual meetings to take place fortnightly with line manager in September. 	<p>Head teachers</p>

<p><i>employees and this extend to their mental health</i> <i>Information about the extra mental health support for pupils and teachers can be found here</i> https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers</p> <p>free helpline from the Education Support Partnerships https://www.educationsupport.org.uk/</p>		<p>Medium</p>	
<p>Staff taking leave Staff will be taking leave over the summer period which may involve travelling abroad. Some countries require a quarantine on return. Latest guidance should be checked on the Gov website</p>	<p>It is recommended that school leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term. Where it is not possible to avoid a staff member having quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home.</p>	<ul style="list-style-type: none"> • Letter sent to staff and pupils regarding holiday in the Summer/Christmas/Easter Break/summer break if required. • Alternative working arrangements to be organised where possible. <p>Medium</p>	<p>Office SLT</p>
<p>Consider whether the school may have children visiting countries required to quarantine</p>	<p>Ensure remote education is available on their return</p>	<ul style="list-style-type: none"> • Letter to parents asking them to declare if away on holiday. • Remote working set up via google classroom where required. <p>Medium</p>	<p>Office Class Teacher SLT</p>
<p>Recruitment</p>	<p>Recruit remotely over the summer</p>	<ul style="list-style-type: none"> • Majority of external recruitment has been carried 	<p>Office</p>

<p>Recruitment should continue as usual. DfE blog provides information on the experience of implementing interviews remotely and advice that can be sent to candidates on how to prepare for remote interviews https://teaching.blog.gov.uk/2020/05/29/recruiting-during-lockdown-how-we-did-it/ https://teaching.blog.gov.uk/2020/06/12/attending-your-first-remote-interview/</p> <p>safeguarding checks can be carried out remotely as set out in COVID 19 safeguarding in schools https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers from the autumn term checks will revert to being carried out in person</p>	<p>period</p> <p>Schools must adhere to the legal requirement regarding pre-appointment checks</p> <p>Consider NQT's starting in the autumn term</p>	<p>out via Microsoft TEAMS</p> <ul style="list-style-type: none"> All safeguarding checks carried out <p>Medium</p>	<p>SLT</p>
<p>Usual pre-term checks are undertaken to make the school safe If buildings have been closed or reduced occupancy water system stagnation can occur due to lack of use, increasing the risk of Legionnaires disease. See guidance above and links be : https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</p>	<p>In classrooms it will be important that schools improve ventilation (for example by opening windows)</p>	<ul style="list-style-type: none"> Health and Safety checks completed over Summer holidays 2021 Windows to be open in classrooms <p>Low</p>	<p>Site manager VE</p>

<p>Additional advice from the Chartered Institute of Building services Engineers guidance on emerging from lockdown https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</p>			
<p>Pupil wellbeing and support Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.</p>	<p>Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to: Support the rebuilding of friendships and social engagement Address and equip pupils to respond to issues linked to coronavirus (COVID-19) Support pupils with approaches to improving their physical and mental wellbeing</p>	<ul style="list-style-type: none"> • Emotional literacy Support assistants (ELSA) allocated to each phase bubble every day to support social engagement and anxiety • Pastoral lead/ELSAs to prepare resources to support emotional wellbeing of pupils. E.g. worry boxes, social stories. • Pastoral lead to talk to all phases around the purpose of the worry box and how it can be used. <p>Medium</p>	<p>PSA SLT PSHE lead Daily</p>
	<p>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible</p>	<ul style="list-style-type: none"> • Teachers to highlight needs quickly and PSA to support children/families • Nyland outreach support where necessary • Use of Anna Freud https://www.annafreud.org/ materials etc. <p>Medium</p>	<p>PSA SLT Daily</p>

https://www.gov.uk/guidance/teaching-about-mental-wellbeing https://covid.minded.org.uk/	<p>Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.</p>	<ul style="list-style-type: none"> • Communication between teacher, PSA and home to be increased • Vulnerable children identified and individual support in place where needed e.g. meet and greet etc. <p>Medium</p>	<p>CT SLT PSA Daily</p>
<p>Contingency planning for outbreaks Swindon Covid 19 outbreak management plan – https://www.swindon.gov.uk/lomp</p> <ul style="list-style-type: none"> • If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. • In developing these contingency plans, Government expect schools to: • Use a curriculum sequence that allows access to quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations • Give access to quality remote education resources • Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use • Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. 			
<p>Theme/key actions/measures</p>	<p>Action/mitigations and Risk measure</p>	<p>By when/whom</p>	
<p>School goes into partial lockdown (provision for key staff and vulnerable children)</p>	<ul style="list-style-type: none"> • Pupils affected by any partial lockdown will be provided with appropriate work linked to their topics. This will be shared via the school website and Google Classroom. 	<p>Autumn 1 SLT Subject leads</p>	

	<ul style="list-style-type: none"> • Revisit google classroom for staff in Autumn 1 to enable good online communication between teachers and pupils • Website updated and parents sign posted to where they can locate work. • Oak academy resources utilised where appropriate • BBC Bite size resources utilised where appropriate • Access to MyMaths, TimesTable Rockstars, spelling shed and Oxford Owl. 	
School goes into full lockdown (provision for key staff and vulnerable children)	<ul style="list-style-type: none"> • Google classroom update taking place in Autumn 1 to enable good online communication between teachers and pupils • Website updated and parents sign posted • Oak academy resources utilised where appropriate • BBC Bite size resources utilised where appropriate • Audit of pupils IT facilities at home – Autumn 1 during reverse parents meetings 	Autumn 1 SLT Subject leads
<p>Remote education support</p> <p>Schools are expected to have the capacity to offer immediate remote education. When teaching pupils remotely, government expects schools to:</p> <p>Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</p> <p>Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</p> <p>Provide frequent, clear explanations of new content, delivered by a teacher in the school or through quality curriculum resources and/or videos</p> <p>Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work</p> <p>Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</p> <p>Plan a programme that is of equivalent length to the core teaching pupils would receive</p>	<ul style="list-style-type: none"> • Use of google classroom as platform for communication with teachers and pupils • Utilise oak academy resources https://www.thenational.academy/ • Utilise BBC bite size resources https://www.bbc.co.uk/bitesize • Available online resources – MyMaths, Times Table Rockstars, Oxford Owl and Spelling Shed. • Share acceptable use policy shared with parents – Autumn 1 	Autumn 1 SLT Subject leads

in school, ideally including daily contact with teachers		
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Curriculum

Review curriculum expectations, catch-up support, in guidance <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools> (Music, Physical activity in schools, Pupil wellbeing and support and behaviour expectations are included in the risk assessment above)

Detail any risks or difficulties:

Catch up support:

- Holy Family will aim to deliver a full curriculum
- Holy Family have an academic mentor and have expressed an interest for a second.
- 3x afternoon teaching assistant support for each phase.
- Small class sizes across the school.

Assessment and Accountability

Review information in guidance <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

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